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The
Bates
Student

VOL. XXII.

No. 4.

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THE BATES STUDENT.

VOL. XXII.

APRIL, 1894.

No. 4.

THE BATES STUDENT

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COLLEGIATE YEAR BY THE

JUNIOR CLASS OF BATES COLLEGE,

LEWISTON, ME.

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CONTENTS.

VOL. XXII., No. 4.—APRIL, 1894.

EDITORIAL, 79

LITERARY :

Utilized Energy the Secret of Success, . 84

Has the Character of Columbus Been
Overestimated ? 86

POETS' CORNER :

King Winter, 90

We Camped with Burns, 90

Sleeping and Waking, 90

Indications of Spring, 91

COLLEGE NEWS AND INTERESTS :

Locals, 91

THE OBSERVER, 94

ALUMNI DEPARTMENT :

Letter from India, 96

The Second Year in Latin, 97

Personals, 100

COLLEGE EXCHANGES, 101

INTERCOLLEGIATE, 103

MAGAZINE NOTICES, 103

Editorial.

WHO does not tire of the common-
place, every-day happenings of
life? We read of a brave man who
risked his life to save another's. We
recall the noble woman who devoted
her time and money to establish a
home for orphan children. Then it is
we think, if only the opportunity had
been ours, we, too, might be resting

on our laurels, widely removed from
common duties. The book of the suc-
cessful author, the painting of the
famous artist, and the production of the
gifted composer, each inspires in us an
admiration and, at the same time, a
slight degree of envy as we wonder at
the genius there displayed and the lack
of it in our efforts. And, musing over

what others have done, we wait for ability to suddenly show itself, or some occasion demand us as heroes.

Now, if we change our point of view a little, we will see that it requires as much patience and fortitude to do our every-day work and bear our trifling cares and disappointments, as to make the one supreme effort which is termed heroic. "But, mind you," says the Professor at the Breakfast Table, "it takes a deal more to feed a family for thirty years than to make a holiday feast for neighbors once or twice in our lives."

Again, if we should try to ascertain the value of the indispensable and lovely things contemptuously called common, we should soon be compelled to say the number of these possessing value is inestimable. But we do not value them sufficiently until we feel the lack of them. We take no particular thought of the green grass until, in a journey across a desert, we tire of the sand and scanty vegetation. It is probable that common things and common events will be the share of most of us. So, although we are benefited by higher ideals, we should still remember that by simple daily events we are the better prepared for any great crisis that may appear. And, in regard to faithfully performing common duties, we are told by *Mère Angélique*, who lived more than two centuries ago, that "Christian perfection in outward conduct consists not in doing extraordinary things, but in doing common things extraordinarily well."

THE practical benefit derived from good thorough work in our literary societies is, perhaps, greater than from any other part of our college course. Yet only a comparatively small number of our students receive the full benefit of these societies. Twenty or twenty-five members may be picked from each society who do practically all the work, and consequently get practically all the benefit. The work of the remainder comprises not more than four or five carelessly prepared parts a year. The membership of our societies is too large. The diffident ones, those who really need the work the most, will not take part as long as there are enough others to do the necessary amount of work. If the number of members could be reduced, then all would be obliged to take an active part. There are academies and seminaries, having no larger number of students than are in college at the present time, that run three or four good literary societies. In such schools thirty or forty is considered a large membership. The same number of members could run a good literary society here in college. But to reduce the membership means to form at least one new society. The most serious objection to doing this is that there is no suitable place for a room. While the fact that more and better literary work can be done by the students, as a whole, is the chief reason why a new society should be formed, yet there is still another important reason for so doing. The strong society feeling,

which, for the last year, has hung over us like a threatening thunder cloud, menacing the athletic and general interests of the college, is, in part, a legacy of former years, and in part a natural result of over-growth in the societies themselves. A third society would divide and lessen this feeling. Again, in case of a contest between two of the societies, a third society would serve as a mediator.

THERE are two common faults that prevent the attainment of the best results in literary work. One is carelessness and lack of polish in writing. This is probably the more common error. There are certain writers who seem to possess great mental agility. Their thoughts flow readily and copiously, and they dash off their ideas without exercising much care about the arrangement and phrasing of their material. The result is very likely to be either entirely or nearly worthless. The error of this class of writers is almost unpardonable, for it springs from sheer laziness. Mental activity and readiness of thought are in themselves great blessings, but if their possessor allows himself to fall into habits of carelessness in writing, his prospects are ruined.

The second fault is the exact opposite of the first. Other writers understand the difficulty of attaining completeness, and are so fearful of being criticised that they write and rewrite till they are discouraged. Of course, all reasonable striving for improvement is commendable, but man seldom

reaches perfection in anything, and the field of literature furnishes no exception. Besides, writers must be allowed some room for originality. We do not admire the kind of writing in which the rules of English Grammar and Bain's Rhetoric stick out like the bones of some emaciated quadrupeds of the street-car service. It is desirable to have a good framework, but we like to see something over it. A writer must not expect to bring his work to absolute perfection, if he hopes to accomplish much in his lifetime.

The lack of an attempt at completeness in literary work is unpardonable, but the hope of reaching absolute perfection is unreasonable. The golden mean between these extremes is the best ground for a successful writer.

THIS magazine is published in the general interest of the student body, and we deem it our duty to call attention to the deficiencies of the institution that can be effectively remedied by means which the authorities have at hand rather than to overlook them for fear of hurting somebody's feelings by reminding them of their duty.

Although small, the Bates library has been so carefully selected that it meets almost every demand of the student. Its 13,000 volumes fill its shelves to overflowing, and, thanks to a careful selector, the overflow is increasing and very valuable. The present shelf arrangement, though once good, could not be worse if half a dozen unlettered urchins had been hired

to pack the books upon the shelves and the amount of their pay depended entirely upon the number of books they could dispose of and the rapidity with which it was done.

Its catalogue has become nearly useless; its only benefit to the students being to inform them that once such books were in the library, but it does not indicate whether a much wanted history is among the poets or hidden in a dusty collection of theological books. Re-cataloguing has been talked of, but will probably be postponed until the books are transported to the new shelves of the "Blaine Memorial Library." At present it is a waste of time to hunt for anything in the college library except among the magazines. The librarian is patient and does his best to aid the book hunters. Though he knows the approximate locality of most of the books, yet he is often defeated and loses time and patience. He may be sure that an hour before he put a copy of Scott among the poets, and is exasperated when some one who has joined in the hunt finds it laid up on top of Darwin's works, across the room.

Does the fault lay with the original arrangement of the books? No, most assuredly not! It lays with the *students* themselves. It lays in the fact that every student deems it his or her especial privilege (probably because they pay three dollars per annum library dues and wish to get their money's worth by vexing people) to take down books, glance at them, put them anywhere except in the right place.

Another nuisance is the congregating

of students in the library from fifteen to sixty minutes before recitation. They arrange themselves in groups according to classes and talk boisterously about everything inside and outside of college life except the rights and feelings of the man diligently studying a reference book.

We say the students are to blame for the present arrangement of the books and the daily hubbub in the corners. So they are. But who is to blame for *permitting* them to do so? Certainly not the man who covers the books. He is a fellow-student and cannot interfere. How many well-ordered libraries allow the public free access to the shelves and keep a librarian simply to clothe outgoing books in manilla paper? The present system can be changed. We want more room. Why not remove about three hundred dust-covered theological books to the Divinity School? Why not take away several hundred volumes of congressional reports that are scarcely ever referred to and make room for useful books constantly being added?

WHAT good are examinations? If they are to determine the profitableness of the student's work in the different fields, how far they fall short of their purpose.

When the object of the class work is to insure a precise acquaintance with certain facts, enough to, at least, pass the test, then both student and teacher are alike subject to criticism; the one for his capacity to receive, and the other for his ability to impart such a knowledge. But if, on the other

hand, the object is to give the student a power to deal with considerations of a larger nature and to develop in him a desire for higher work, then it becomes most ill-advised to adopt a method of examination that creates a habit of parrot-like rendering of a few memorized facts to be hastily forgotten.

Because of these two diverse purposes in school work it is impossible for the present scheme of examinations to secure any rational method of inquiry.

The present method of examination, at the best, works evil to both teacher and student; and although it may result less seriously to the teacher than to the student, there is constantly induced, even in the teacher, a tendency to simply prepare the student for passing the test rather than for fitting him to make application of his work to higher and more original ideas.

Many superior students are covetous of academic distinction. In fact they make the test a specialty, injurious as it is. Yet there are other students with a better understanding who early perceive that to be able to reproduce hastily the subject matter of a textbook will avail nothing; but to be able, in a general way, to make application of even a single principle is worth more than the memorized data of a dozen poll parrots. The test must be passed. So at short intervals students assemble their gains and shape them for rapid and effectual exhibition; the high rank student for distinction, the practical student to pass the test. This may be business, but it is not scholarly.

We know there are teachers who think that students of higher rank make no account of examinations except to present themselves at the trial and yield what they can without special preparation; but we are forced to believe this is a rare exception rather than the rule. Students know that the teacher is human, that he has his favorite group of questions and is favorably or unfavorably impressed by certain answers. All these points are carefully considered, particularly by the test specialist, old examination papers are studied, and upper-classmen are consulted. However close and sympathetic may be the relation between teacher and students in the advance work, and however pure and lofty may be their purpose during test week, they descend from that realm of higher purpose and for a time it is but a game of trickery between teacher and students with all the irreverent statements as to the fairness of questions and their answers. Into this literary slough teacher and students together fall, to rise as they may when the distasteful test days are over.

During test time the student is not rated at his real worth. No matter if he has the poetical ability of Whittier, the inventiveness of Edison, and the oratory of Ingersoll, he must pass the test. The existing test system in our colleges, used as a scheme of promotion, with its education in trickery and sham, ought to be speedily abandoned. It ought to be denounced as a check to progress and originality.

A teacher knowing his students—and a teacher not knowing his pupils, can-

not teach—ought, by judging their mental capacity and ability, based on close and personal contact, to deal out justice better than by reading over a few hastily prepared answers to the questions of an examination paper. Whatever the method of promotion, it should be the highest purpose of the teacher to develop in the students an appreciation of remote ends.

Indeed he should make plain to the

student that his studies are a part of his life. The student should be brought to consider the knowledge derived from his academic work to be of the same value and quality as that for which he is to seek, unaided, in the open field, where he is to stand or fall. The present system of testing narrows this broader and more extended conception of education, and ought, we again say, to be abandoned.

Literary.

UTILIZED ENERGY THE SECRET OF SUCCESS.

BY W. W. HARRIS, '94.

“**S**OME boys go to college, and go to the Devil. Some girls come to college to gain that precious thing—simplicity, and become simpletons.” Charles F. Twing, D.D., President of Adelbert College, is responsible for this statement.

Some men who possess extremely philosophical minds, or some who are especially apt in finding a kind of solution for all kinds of enigmas, seem to discover a kind of success in nearly all failures; but a safer maxim for us to adopt is, “Nothing succeeds like success.”

Napoleon, when hearing of any great man, is said to have invariably asked, “What did he do?” It was not his great ability, not his genius, learning nor patriotism he cared for; not his carefully laid plans, nor what he said, nor what grand speeches or promises or professions he made; no, it was invariably what he had done.

And this may not be an inappropriate question for us to ask, whenever our support or approval is asked to be given to any person or cause; indeed it may not be out of place when we wish to measure our own success, to honestly and sincerely interrogate ourselves, What have I done?

It is not the powers that slumber, but it is the power that is brought into action, and tested by results, that commends itself to the careful judgment as worthy of consideration. Results are the only visible exponents of latent energy. It is not the smouldering fires in the bowels of the earth that excites us to contemplate the vastness of the forces of nature; but it is the volcanic eruption—the belching forth of sulphurous fires and smoke, hurling molten rock, wreathing the very clouds with tongues of flame, and shaking the earth into convulsions, which reveals the awful majesty and sublimity of nature’s laws. It is not the thunders rolling along dissolving skies nor the lightning’s

flash from angry heavens, that welds two continents into one; but it is the lightning bolt caged in the Leyden-jar that unites the two hemispheres of the earth in everlasting wedlock. It is not the hurricane sweeping with terrific violence across the Atlantic that transports the fruits of the tropics to us in the north; but it is the harnessed winds that afford motive power for the ocean carrying trade of the world. It is not the boundless sea, whose boundless waters ever beat and moan, nor the thundering cataract with its seething foam, that clears away the primeval forests; but it is the muzzled and directed stream which transforms the wilderness wood into gardens, villages, towns, and cities, with their towering spires and hives of industry. It is not the iron ore bedded in solid rock that annihilates distance and makes level the hills; but it is the iron rail which scales the mountain heights and clothes the earth as with a coat of mail. It is not the vapor dispersed in the atmosphere that drives the wheels of industry; but it is the steam compressed in the cylinder which gives hum to our factories and outstrips the tornado in the race.

Thus, everywhere, in earth, air, and sea we find that it is the concentrated utilized energy which produces desirable results. The same rule will hold if applied to our physical, mental, or moral natures. It is not the latent forces or ability within, nor is it the natural endowments nor possibilities that will ever determine what shall be the results of one's life; but it is the energy which one focuses and utilizes

that will measure his future success or failure. For one to boast of large natural ability it is but a reproach to himself unless he makes the largest possible use of that ability in concentrating all his powers upon some *definite purpose*. And may that purpose be for every one of us the same, viz.: In whatever we do, let it be our unswerving determination to do our *very best*.

While it is probably safe to predict that at least some of us will complete our Senior year without having solved all the problems of matter and mind or the various ologies that have been studied, yet by unfaltering persistency, and the constant application of the powers already acquired, we may gain a much wider range of vision than we have hitherto enjoyed. There ever will be unsolved mysteries. Mystery is a necessary attendant of all knowledge if the things known come from God. Nothing comes from God which does not reach into Eternity. We can at best only trace the stream of Providence a little way, till it mingles with an infinite ocean, which we can neither bound nor fathom. Only a few ever learn where knowledge fades into dim twilight. We may all, however, move confidently on to the very border land, ever finding the faint glimmers of light in our sky grow brighter and brighter, till through the telescope of advancing discovery they are resolved for us into countless stars of truth, constellations of laws. Yet every advance in knowledge leads us into deeper mystery. Every light is bounded by darkness, which is but

the shadow that our light makes visible. There can be one being with whom there are no mysteries,—God. But though we can never understand all knowledge nor explore all the paths of wisdom, still by earnest application of all our noblest energies we can perform life's duties well.

A story is told of an architect calling upon a noted sculptor with a design to be wrought in marble. He instructed the sculptor to spare neither time nor trouble in doing his very best, assuring him that he should be fully paid, no matter how much it might cost. The sculptor began on the block of marble, and studied and labored day after day, week after week, month after month and year after year, till twelve long years had passed before the statue was finished. But when it was completed the architect returned and took it away, the sculptor not knowing that he should ever see it again. Years passed on till at length the sculptor made a visit to a city famous for its beautiful architectural designs and magnificent buildings. He inspected building after building with an admiration that thrilled his soul; at length he came to the most beautiful building in that magnificent city. He scanned its interior apartments with his keenest glances, awed with the superb grandeur of all its arrangements. Passing to the outside he paused as if spell-bound, contemplating the massive proportions and elegant settings of this masterpiece of architectural achievement; he lifted his eyes as if to measure its dizzy height, and there—behold the pride

and idol of his heart!—stands the very statue upon which he had spent so many years of deep study and had concentrated his noblest powers, in the most conspicuous place of all on that most magnificent cathedral. From a heart unutterably full of wonder, amazement, and delight, as the tears ran down the wrinkled face of the old man, was heard to escape these simple words: "I'm glad I did it well! I'm glad I did it well!"

Fellow-students: We may not see any immediate results from our months and years of study and toil, but may the Lord help us so to apply our best energies upon every task set for us, or that we may take upon ourselves, that when the last examination day shall come, and we shall stand before the great White Throne and view for ourselves the work of our lives, we each may be able to say, I am glad that I did it well!

HAS THE CHARACTER OF COLUMBUS BEEN OVERESTIMATED?

By H. N. Knox, '95.

A LITTLE more than four hundred years ago the American continent was unknown to the old world, or, rather, it was known only in tradition and buried in the superstition of the age. The man who collected the sayings of various men and peoples from Aristotle to his own day, to guide him over an untraversed sea, was Christopher Columbus. He crossed the dark sea. He found a new world. For this, he has been honored in the past; for this, the nations of the world united to pay him tribute in the Columbian Exposi-

tion ; for this, millions yet unborn shall ever sing praises to his memory. But amid the general outburst of praise which the present has called forth, we, as students and seekers after truth, do well to pause and analyze carefully the character of this great and unfortunate man.

Has the character of Columbus been overestimated? A fair and impartial answer to this question demands some definite idea as to what the word character shall mean. Now the word character, in its broadest sense, may be defined as the sum total of those characteristics which distinguish one man from another. With this broad basis, that no just fault may be excluded, and no just merit may be passed over, a further consideration of the question demands: first, to find what has been the estimate put upon his character; second, to show that this estimate is higher than his real character will warrant.

First, in order to obtain the estimate which has been put upon the character of Columbus, we cannot take justly the estimate of any one of the six hundred or more biographers and historians, who have written concerning his life and voyages, but we must take the estimate of the more scholarly; we must consider the general sentiment of the majority of these writers; we must note what is the estimate of lecturers, orators, and teachers; also, we must see how the masses of the people regard this man. Irving's "Life of Columbus" for over sixty years has held the highest rank, and has been very popular among all

classes of people. He says: "His conduct was characterized by grandeur of his views and magnanimity of his spirit." The trend of his whole narrative is to show that Columbus was mentally and morally far in advance of his age. Bancroft speaks of "his sublime inflexibility of purpose, and the unfailing greatness of his soul." Prescott calls "his character pure and elevated, his purpose constant, and his spirit unconquerable." Such, indeed, are the sentiments expressed by the majority of all these writers. With very few exceptions lecturers, orators, and teachers have represented him to be a just, honorable, sagacious man, far in advance of his time. School and popular histories make him the originator of the idea that the world is round, and that land could be found by sailing to the west. He is represented by all as imaginative and intensely religious. The masses of the people to-day believe him to have been, in every respect, a great and good hero. The numerous tributes paid to his memory during the preparation and progress of the exposition at Chicago, proves how highly this hero stands in popular estimate, not alone in America, but throughout the civilized world. Indeed he generally has been estimated, mentally and morally, as a man of grand and noble character far in advance of his age.

Second, to show this estimate, that he was far in advance of his time, is not warranted by his real character. It is not easy to establish a standard to measure the character of great men

who have lived in past ages. In spite of all that is known of Cæsar, Alexander; and Napoleon, their character is yet a matter of dispute among scholarly critics. What wonder, then, that we know so little of the character of Columbus, concerning whom so little has been written except in a spirit of "hero worship"? It is eminently unjust to estimate this man by the standards of to-day; for the influences, the surroundings were entirely different. Neither can we accept, as his final character, the opinions of his contemporaries. Between these two extremes there are certain principles of right and justice, applicable to all men and to all time. It is far from my purpose to depict the character of Columbus in exact detail. The ablest critics, as yet, have failed to do this. I shall only try to show that he was not superior to his age, that he did not possess the nobleness of character which has been shown by the truly great men of all time. Did his life and works tend to elevate mankind? What was the purpose of his life? Did he have equals among his contemporaries? Was he ambitious for self-aggrandizement?

Of the early life of Columbus we know but very little. At the age of fourteen he went to sea. Just the character of his sea-faring life may never be known, but, from certain statements of his son Fernando, there is every reason to suppose that, like other sailors of his day, he was little better than a pirate. That he sailed on several Portuguese slaving expeditions to the coast of Africa, is an

admitted fact. It is also known that he spent his time between these voyages in geographical and nautical studies. While the knowledge of such things detracts from his personal character, yet it was this rough training which gave him that courage and familiarity with the sea, that self-competency and unconquerable spirit which made it possible for him to discover the New World.

When, in about 1470, he changed his residence from Genoa to Lisbon, he found it alive to the spirit of discovery. At this time, or before, he became possessed with the idea that land could be reached by sailing west, and began to store his mind with those facts and observations which tended to confirm this opinion. Was the idea original with him? Prescott says: "The existence of land beyond the Atlantic, which was not discredited by the most enlightened ancients, had become a matter of common speculation at the close of the fifteenth century." Aristotle, Plato, and Seneca had believed the world to be round. Toscanelli, the learned Italian with whom Columbus is known to have had a correspondence, held the same opinion. This man, as early as 1474, wrote to Columbus and stated that he had previously written to Prince Henry, of Portugal, to get him to attempt a voyage of discovery to the west.

The writings of Marco Polo and Cardinal d'Ailly had a great influence upon Columbus. The former, through an exaggerated description of the wealth and conditions of the people of China and Japan, excited his ambition

to sail directly to that "golden" land, and the latter gave him much desired information on geographical and nautical topics. His purpose was born of ambition for personal wealth, titles, and honor, together with that intensely blind and bigoted religious zeal so characteristic of the age. As proof of this, we have his arguments presented to Ferdinand and Isabella, both before and after his discovery, and numerous statements from his own letters. The zeal of a false Christianity, the inordinate ambition for wealth and honor, made him the discoverer of a new world, and then they ruined him. To the disgust of Las Casas, in spite of the pleadings of the noble-hearted Isabella, they made him the founder of slavery in the new world. They made him directly responsible for many inhuman crimes and atrocities committed against the gentle natives, who "knew not evil, neither killing or stealing, and loved their neighbor as themselves." They made him the founder, in the new world, of a civilization which has been called a "Century of Dishonor," and referred to, as "the black pages of American history." They made him, like Napoleon, a despoiler. They made him, like Napoleon, sever and dishonor conjugal relations. They caused him, like Napoleon, to die in disappointment, sorrow, and regret.

He was imaginative and poetical, unpractical and visionary. Yet he was a brave, daring, and skillful navigator, a man whom destiny fitted for one act and one alone. Still, in view of exacting modern research and truthfulness, we can find little to admire in his per-

sonal character. The moral atmosphere which he created about him, was not much different from the general atmosphere of his age. He entered no protest against any of the abuses of the time, but, rather, sought to avail himself of those abuses whenever he could do so to his own advantage. There is no evidence that he gave up his idea that the true way to convert the natives was to enslave them.

In conclusion, we have seen that Irving, Prescott, Bancroft, that the majority of other writers, of lecturers, orators, and teachers, of school and popular histories, have represented Columbus as far in advance of his age; while, in view of modern research, we find that he did not possess that nobleness of character which raises man above self-aggrandizement; that his purpose was born of his own ambition and a false Christianity; that they made him a discoverer, yet a despoiler and founder of a cruel and inhuman civilization in the new world; that mentally and morally he had his equals in his own age; that we find little to admire in his personal character. In view of these facts, we can but justly conclude that the character of Columbus has been overestimated.

Suppose that Columbus had never lived. What would have been the condition of the world to-day? Would there not have been another capable of performing the work which he did? Would not Diaz, Vasco da Gama, Drake, the Cabots, Balboa, or above all, Magellan, soon have proved themselves equal to the task of finding a new world?

Poets' Corner.

[Contributions are solicited for this department.]

KING WINTER.

The autumn wailed, I felt his breath,
The birds departed frightened,
The heavens frowned, and all the earth
With chilling terror whitened.

The flowers clasped his frozen hands
And bended low to greet him;
The leaves, all clad in colors gay,
Then sallied forth to meet him.

King Winter came, but gave the earth
A coldly warm protection;
Till Spring commanded, "Rise, depart,
I am the resurrection." *

—W. T., '96.

WE CAMPED WITH BURNS.

We camped with Burns upon the mountain-
height;

We read his poems by the pine-knot's light.

The wind roared in the spruce-tops overhead;
The snow blew through the doorway as we
read.

The night was wild, and we had wandered
far

Ere darkness came without a guiding star.

But though our limbs were worn, no breath
of care
Could dull the soul in that pure mountain
air.

And he, beset with life-long toil and wrong,
Who broke the bonds that bound the feet of
song,

And made toil glorious his plough behind,
Seemed to draw near upon that winter wind.

We felt his deep gaze burning through the
storm,
His voice the blast, the wavering shade his
form;

And "Highland Mary," "Tam o' Shanter's"
lines,

Were mingled with the murmur of the pines.

There are some days in life so full and free,
With self-reliant youth and prophecy,

That in all after time when we look back,
They stand like mountain ranges in the track;

And when life's sun is setting, long they keep
His splendor lingering on slope and steep.

So seems that day to me, so shines that night
We camped with Burns upon the mountain-
height.

—W. P. FOSTER, '81,
In the Century.

SLEEPING AND WAKING.

She cometh slow, the soft-winged angel, Sleep;
Lieth her bark upon the charmed wave
Of yonder dim and haunted sea of dreams,
That floweth past the coasts of Shadowland.

Already do I feel her wondrous spell,
And slowly, slowly from the shore I drift
Upon the haunted sea;—O sweet is rest,
And soft thy shielding wings, fair angel, Sleep!
But who art thou that on the hither marge
Standeth with beckoning hand? Cans't thou
be Life,

Sweet Life, strong pulsing Life, that smiled
but now

With wizard glance, and filled my soul with
dreams

Until I thought the barbed arrows keen
Thy flower-wreathed quiver held not meant
to harm?

What wasting change has come upon thee,
Life!

Thou whose swift veins ran fire, whose smile
was light,

Whose frown was shadow black as storm-
charged clouds.

Lo, thou art but a shade, pulseless and wan;
Thy fruits are ashes, and thy blossoms dust,
Thy world a lie;—stretch not thy hands to me,
Striving to win me back; thy power is gone;—
At last I see thee for the thing thou art;—
How should I heed a shadow? Yonder lies
A land enchanted; there will I abide
By streams of silver light, where dream flowers
lean

In love with sleep, and strange, sweet faces
glance,
Like moving flowers, from gardens passing
fair;—

I love the soft-winged angel more than thee,
Thou beckoning phantoms;—ah, the shore, the
shore!

The dim, sweet meadows of the land of dreams!
Nay, what is this? Across the charmed deep
Hath come swift Memory, and before her feet
The dream-flowers wither;—and the angel
Sleep

Fleeth in terror, and the land is waste,
And no face greeteth me save only Life's,
Its wizard beauty even as of yore;—
Nay, mock me not, Life, with that mystic smile;
Thy thrall am I, but, sooth, I know not yet
Whether on yonder wave I dreamed or saw.

—M. S. M., '91.

INDICATIONS OF SPRING.

The skies so fair, so fresh the air,
The sun still higher running,
And cheerful note from robin's throat
Proclaim that spring is coming.

The ice and frost in sun are lost,
The birchen bud is swelling.
Sweet, clear, and thin, from founts within,
The maple's blood is welling.

Adown the hills, the dancing rills
With headlong speed are going;
They hasten on, a restless throng,
To river seaward flowing.

A blithesome lay, across the way,
The bluebird now is singing.
'Twill not be long ere warbler's song
Will set the copses ringing.

A rippling trill my soul doth thrill,
It comes from yonder hedges
Where sparrows brown, with whitened
crown,
Are happy midst the sedges.

How full of life, what lack of strife
Throughout the realm of Nature!
How much of joy, without alloy,
Hath every feathered creature!

—W. S. C. R., '95.

College News and Interests.

LOCALS.

Base-ball and tennis.

The summer term again.

Garcelon, '90, is in town.

Bird-hunting for the Sophomores.

Howard, '96, is sick at the hospital.

For a good sound Keeley Cure, go to
Deering (Portland), Maine.

W. R. Fletcher, formerly of '94,
has joined the ranks of '95.

Haynes and Small, '93, made a short
visit at the college during vacation.

There was a union sociable of the
societies Friday evening, March 23d.

Many of the students attended the
Howe-Lavin concert in City Hall,
March 22d.

Ingersoll lectured in City Hall
April 12th. His subject was "Abraham Lincoln."

Pease, '95, went as delegate to the
Intercollegiate Y. M. C. A. convention
at Amherst, Mass.

The Sophomores held a "sheet and
pillow-case" party in Hathorn Hall, on
the evening of March 17th.

The prize for the Winter Sketch
was divided equally between Miss
Mason, '96, and Berryman, '96.

After chapel exercises April 10th,
Mr. Hunt, traveling secretary of the
College Y. M. C. A., delivered a brief
address to the students.

Smith, '95, has been elected by the
Junior class as toast-master in place

of F. A. Knapp. Hamilton has been chosen to serve as chaplain.

Through the efforts of E. J. Hatch, '94, a new analytical balance has been secured by subscription for the Chemical Laboratory. Many thanks are extended to the alumni for their generous aid.

Wednesday evening, March 21st, Rev. Mr. Roblin of Columbus Avenue Church, Boston, delivered a very interesting and eloquent lecture at the Elm Street Church, Auburn, on "The Power and Influence of the People."

Berryman identified thirty-two birds during the winter and received first prize. Cutts and F. H. Purinton received second prize. Of the ladies, Miss Dolley saw twelve birds and Miss Mason thirteen, two of which were sea birds. The prize was divided between them.

The Senior Class at the close of last term elected the following officers: President, Thompson; Vice-President, Marsh; Corresponding Secretary, Miss Gerrish; Orator, Harris; Historian, L. J. Brackett; Prophet, Field; Address to Undergraduates, Hoag; Address to Halls and Campus, Miss Cummings; Parting Address, Miss Pennell; Poet, Leathers; Odist, Miss Greene; Marshal, Small; Chaplain, Page; Executive Committee, Graves, C. C. Brackett, Miss Hill, Miss Leslie, Marsh.

On March 14th the Y. M. C. A. elected the following officers: President, L. W. Pease, '95; Vice-President, J. B. Coy, '96; Recording Secretary, L. S. Mason, '96;

Corresponding Secretary, A. P. Norton, '96; Treasurer, A. P. D. Tobien, '97. The President has appointed the following committees: Committee on Religious Meetings, W. P. Hamilton, '95, J. B. Coy, '96, E. F. Cunningham, '97; Committee on Work for New Students, R. F. Springer, '95, L. G. Purinton, '96, R. B. Stanley, '97; Membership Committee, N. R. Smith, '95, H. Lord, '96, C. E. Miliken, '97; Missionary Committee, W. S. C. Russell, '95, L. P. Clinton, '96, W. O. Phillips, '97. Committee on Bible Study, E. G. Campbell, '95, L. D. Tibbetts, '96, E. Skillings, '97.

The Gymnastic Exhibition given by the students at the Gymnasium on the evening of March 24th, was a most successful affair, and reflected much credit on those who participated. The following programme was carried out:

PART I.

Dumb-bell Drill.
Horizontal Bar.
Sparring.
Wrestling.
Long Wand Drill.
Parallel Bars.

PART II.

Club Swinging.
High Diving and Tumbling.
Short Wand Drill.
Swedish Horse.
Pyramids.

The following is the schedule for the base-ball season, and is correct up to date. Some slight changes may be made later.

April 19—Lewiston League at Lewiston.
" 21—Lewiston League at Lewiston.
" 26—Boston University at Lewiston.
" 28—Augusta at Lewiston.
May 2—Phillips Exeter at Exeter.
" 4—U. of V. at Burlington.
" 5—Dartmouth at Hanover.

May 9—Bowdoin at Lewiston.
 “ 12—M. S. C. at Lewiston.
 “ 15—M. S. C. at Bangor.
 “ 16—Colby at Waterville.
 “ 18—M. S. C. at Lewiston.
 “ 19—Bowdoin at Brunswick.
 “ 23—Colby at Lewiston.
 “ 26—M. C. I. at Lewiston.
 “ 30—Tufts at Lewiston.
 June 5—M. C. I. at Pittsfield.
 “ 6—Colby at Waterville.
 “ 9—Phillips Andover at Andover.

A date will be set for a third game with Bowdoin to be played in case of a tie.

Wednesday Evening, March 28th, occurred the annual prize declamations by the Sophomore class. Music was furnished by Payne's orchestra. The following is the programme of the evening :

MUSIC.—PRAYER.—MUSIC.

Eulogy.—James G. Blaine.—Spillane.
L. G. Purinton.
Fra Giacomo.—Albert Buchanan.
R. L. Thompson.
Scene at the Natural Bridge.—Burritt.
L. P. Gerrish.
Death of Ben Cradlebrow.—McLean.
Alice E. Bonney.

MUSIC.

The March of Mind. —Bard.	H. L. Douglass.
"Silence." —Wilkins.	Flora A. Mason.
Purpose in Life. —Dealey.	Herbert Lord.
The Sioux Chief's Daughter. —Joaquin Miller.	Gertrude L. Miller.

MUSIC.

The Study of Eloquence.—Cicero.	A. B. Howard.
A Camp-meeting in Texas.—Gough.	O. F. Cutts.
Jimmy Brown's Steam Chair.—Anon.	Edna M. Hunt.
Address at the Dedication of the World's Fair.—Depew.	G. W. Thomas.

MUSIC.

The committee of award were Rev. H. R. Rose, Rev. D. V. Gwilym, W. H. Newell, Esq. Miss Flora A. Ma-

son received the lady's and Mr. R. L. Thompson, the gentleman's prize.

The Senior Exhibition took place on Friday evening, March 30th, at the Main Street Church. Music by Philomela Quartet. The following programme was presented:

MUSIC.—PRAYER.—MUSIC.

Genius Conditioned upon Opportunity.	H. M. Cook.
Sympathy an Element of Power.	Kate A. Leslie.
Responsibility.	* J. B. Hoag.
Conventionality a Sign of Mediocrity.	W. E. Page.
Aristocracy of Thought.	E. F. Pierce.

MUSIC.

Time the Criterion.	* J. C. Woodman.
Power a Duty.	Bessie W. Gerrish.
Individualism.	A. J. Marsh.
The Need of Constructive Statesmanship.	L. J. Brackett.

MUSIC.

American Optimism.	D. F. Field.
The Past and the Present.	J. W. Leathers.
A Great Purpose Essential to a Great Life.	Frank C. Thompson.
The Genesis of Law.	W. W. Harris.

MUSIC.

*Excused.

There are 240 men trying for the Harvard Mott Haven team.

Civil Service Reform Clubs have been organized at Harvard and Cornell.

The Harvard Faculty has announced the names of seventy members of the Senior class for commencement parts. Twenty per cent. are members of athletic teams.

The spring foot-ball match between Cambridge and Oxford was played at Queen's Club grounds, England, on February 21st, and Cambridge won by three goals to one.



*Then gently scan your brother man,
Still gentler sister woman.* —BURNS.

To LET:—A good site for an Observer. Elevated and commanding an extensive view. Base-ball and tennis may be witnessed with the naked eye. Telescope will be needed to see into the halls and rooms of neighboring buildings. A dark-lantern and an ear-trumpet are all that are requisite to complete an Observer's outfit. Apply at the college known as Bates.

THIS advertisement met the eye of an astronomer weary of his duties, who was glad to take advantage of the opportunity offered for change of scene and air. This accounts for his presence among us, and the result of his observation will be made known from time to time. When his interest wanes in the affairs of mortals, he turns his telescope and his attention to the heavenly bodies, and by this means may be able to foretell many important events. Thus far he has observed little, the reason being that there was little to observe. But having intercepted several rumors, which were floating through the air the other day, he now feels assured

that business will soon be rushing, and his only fear is that his observation may be required too much in certain directions, to the exclusion of some important revelations.

* * * * *

The Observer is intensely interested in young men—also in young women. As the vast concourse of students walk to and fro before him, he is accustomed to indulge his love of character study, to seek if he may find in this mass of heterogenous humanity some qualities corresponding to those of his ideal college student.

Even now the bell for the early recitation rings out merrily in the morning air; but its tones, transformed as they penetrate to the chamber of some innocent sleeper, sound in their victim's ears a horrible, discordant, fiendish clangor. Soon—in about fifteen minutes—will appear the eager throng, eager, some to drink from the fountain of wisdom and to inscribe their names upon the tablets of eternal fame, others, to secure a back seat.

* * * * *

Even now the van-guard comes in sight. Whose is that figure leading all the rest? The figure with the stooping shoulders, with the head which seems to be continually pursuing two window-panes ever preceding it, with the heavy, monotonous gait which might belong to a man of fifty. No sunshine bright enough to illuminate that face! No one envies the dyspepsia of that victim! Surely, it is some Darwin, some Huxley, whose

knowledge sits heavily upon him. No, it is but the relic of a by-gone century. Such specimens are precious now; there are, happily, but few of them left.

* * * * *

But yonder approaches a different kind of a being. No brain here coated with mathematical formulæ, with Latin and Greek construction, with self-conceit, until rendered impervious to God's light and beauties; but a straight, lithe, athletic form, an elastic step, a clear eye, a bright countenance. Health is in the body, intelligence in the eye, sunshine in the face. Here is a mind large enough to retain something of the wisdom of the past, and sensitive enough to learn from the present; a combined strength both of brain and body; a man, bold, aggressive, optimistic.

* * * * *

Finally, far in the rear, swinging along at a leisurely pace, comes a large group. Listless steps! Vacant faces! They belong to that great class of students who attempt little and accomplish less. Natural ability there may be in abundance, but it is wasted machinery; the motor power of ambition is wanting.

* * * * *

The last straggler has gone in. The Observer has not had time to note all the classes before him, but he has seen that one which corresponds most nearly to his ideal American student. He would attempt to choose for no other than himself.

* * * * *

One fine day, recently, the all-seeing Observer was looking down upon the

tennis courts, and thinking that before long the mud and snow would disappear, that soon he would see the long unused racket brought forth, that soon he would see—yes! soon he would see the tennis nets brought out! When now a sight, that shook his faith in the economic college man to the very bottom, met his astonished gaze. Yes, he could not be mistaken! There were the new nets, purchased late in the fall term, already out—out of sight, very carefully taken down and rolled up as they were when last used and as they have been all winter, packed away in the ice and snow, now dragging in the mud, a monument to carelessness.

* * * * *

The Observer is supposed to be a wise personage, and to have keen insight into most things, but there are some matters in connection with student life that greatly mystifies his brain. For example, it surprises him to see how quickly many of the boys can forget all they know about the word "gallantry," if society meeting or any college gathering happens to come on a stormy night.

* * * * *

Our Observer can hear as well as see, and he thinks it strange that he hears so much sweet talk on some occasions about the "sister society," when at other times things are so different.

Columbia's endowment fund is nine millions. It is second only to Girard College, while Harvard comes third, with eight millions.

Alumni Department,

BALASORE, India, Feb. 5, 1894.

To the Editors of the Student:

I THINK that I need make no apology for asking for a little space in the *STUDENT* in which to say a few words to its readers; and unless the conditions for receiving contributions have greatly changed in the last few months, I have a reasonable hope that my request will not be refused.

Among the subjects suggested to us for our Senior parts, during my last year in college, was this: "A Field for College Graduates." The phrase caught my attention, and my curiosity was aroused enough to ask Professor Chase whether he did not have in mind the foreign mission field when he suggested that subject. He answered that he did have that in mind, thinking that possibly one of the members of my class might like to write on such a subject. None of us selected it; but the words and the thought they suggested have remained with me ever since, and come to me afresh to-day.

"A Field for College Graduates." Surely such a field is here if anywhere. What kind of a field does a college graduate want? Does he long for little work and big pay? Does he hope for an office that will support him while he rides some favorite hobby? Does he covet worldly honor and fame? If such be true of any Bates graduate, I greatly fear that he has imbibed but little of the spirit of his *Alma Mater*. And if there be any such, the foreign

mission field has no use for them. It has no sinecures, no short cuts to ease or fame.

But does the college graduate wish for a place that will give the widest scope for all his powers of mind and heart? Does he long to be a leader among men? Does he wish to give himself to the service of his fellows? Is he desirous of building the foundations on which others may build? Does he covet the privilege of planting his life like a kernel of wheat, that it may bring forth much fruit? Is he eager to be "All things to all men, that by all means he may save some," and so make the world better for his living? If so, then here is a field for him, than which none could ask a better.

Of course I cannot speak for other fields, and I have not been here long enough to be able to speak with authority about this field. But things that lie on the surface are patent to all. One of these surface facts is that the educational methods here are very defective. The books used here seem to be about twenty-five years behind the times, but the method of teaching is far older than that. In the lower schools it is supposed to be the teacher's business to tell the pupil all that he does not know, and the reciting is chiefly a mere act of memory. In the higher grades some of the books used would be beyond the reach of the brightest boys in similar grades at home; and

yet the boys are expected to come with the lesson all prepared, and if a boy says that he does not know, or does not understand problems worked out without explanation, he is beaten. And, furthermore, this way of teaching has become so ingrained in the minds of the teachers that it seems almost impossible to remove it. Speaking to them about it, and asking them to do differently, does little or no good. The only remedy seems to be to train up other teachers with improved methods.

Such, in part, will be the work of the school which I hope to open before many months. Christian teachers are needed, first of all, but they need to be taught to use our advanced methods, modified to suit the circumstances. I cannot help wishing that some of the trained men that Bates is sending out every year were here to help solve the problems that will arise in adapting our western methods to these eastern people. If any of you feel inclined to come, brethren, do not fear that by so doing you will be hiding your talents in the earth. There is plenty of room here for all the talents and all the training you have. And for a reward, I can offer you the approbation of the great Teacher, and the consciousness that you have helped to lay the foundations on which are to be built the grand superstructure of the future civilization of our cousins here in India.

Most Truly Your Brother,

GEO. H. HAMLEN, '90.

THE SECOND YEAR IN LATIN.

[Read before the Maine Pedagogical Society at Waterville, December 29, 1893.]

IT is a well recognized fact that the second year in Latin is a critical period with the student. It is a time when he lays a good foundation for understanding Latin, or he gains such a partial and incomplete knowledge of it that the perusal of the study ever after is up-hill work.

The first year's work is largely a matter of memory. It is usually spent in forms and their application, and in acquiring the use of common words. At this time such a knowledge of forms should be obtained that during the second year the greater part of the time can be spent in studying the sentence and syntax.

The Latin sentence is exceedingly difficult to be comprehended and enjoyed by the average pupil, and it can never be understood unless it is carefully studied. If the whole time and spirit of the teacher is spent in making the pupils adepts in forms, there certainly can be no time for the real study of Latin.

Ever since I became a teacher, it has been a matter of great perplexity to me to find what should be the order of the work for beginners in this study. For the past few years I have been pursuing a method altogether different from what I had done before. Previously I had worked on the theory that the student should discover for himself. So when I began with my class in Caesar I had them mark all points in syntax not understood, for

further investigation. The next day I would call for the marked points. By this method I became satisfied that many pupils became confused, and that only the brightest of the class were getting a knowledge of principles, while the rest were gaining only isolated points. Now during the first term I take considerable time to explain and illustrate principles.

For the second year class beginning *Cæsar* I assign daily grammar lessons, commencing with the genitive case. First I carefully explain the terms, "subjective" and "objective," after which I show the different parts of each as outlined in the grammar. The lesson is assigned by putting on the blackboard the numbers of one or two sections with their sub-divisions, and with each a Latin sentence to illustrate. The pupils recite the lesson by translating the sentence, naming the point under consideration and repeating the reference.

I do not ask the reason for any unusual case, or the explanation of any sentence containing a condition, or of any subjunctive, or the parsing of an infinitive, gerund, gerundive, or supine unless I have previously explained the subject. Besides the regular grammar lesson I put on the board references to be applied in the advance lesson. In this way the attention of the class is called to the leading and difficult points of syntax which I wish to be brought out; and it also serves as a review of the regular grammar work and of points previously explained. I continue to do this until I feel that the pupils have become so fa-

miliar with the various difficult points that they are recognized at sight by the majority of the class.

It should be borne in mind by a teacher beginning with a second year class that the pupils have the most feeble knowledge of a most difficult study, and that unless they are told what is wanted of them, and what they are to do, and how to do it, they must of necessity labor blindly and ineffectually. Teachers as a rule take too much for granted, and pupils cannot do, unless properly directed, as satisfactory work in Latin as in English studies.

I believe that it is too largely the custom of teachers to take up difficult points only when they occur, by having the pupils mark them and look them up for the next day's consideration, instead of anticipating and explaining so that the student may recognize and appreciate a difficult point when he is to be questioned about it for the first time.

As all the various principles of syntax cannot be mastered in a week or even in a month, the teacher should take up difficult subjects, one at a time, and in the order which he conceives to be the most helpful to the pupil. By such a plan, for the first few weeks, many difficult and interesting points of syntax must pass unnoticed; but they can be considered with great advantage and profit to the student while he is reviewing. I often spend the whole period in questioning the class on points in the review when it contains those that I have lately explained. Often an advance lesson is not well enough

comprehended by beginners to see peculiarities of syntax.

It will take but a slight consideration to convince one how little knowledge of the Latin sentence a beginner has if it is shown what he must meet before the year passes. The genitive case is treated, in Allen and Greenough's grammar, under eleven sections and seventy-five subdivisions, notes, and remarks; the dative case, under fourteen sections and seventy-five subdivisions; the accusative, under four sections and fifty-four subdivisions; the ablative, with the accusative of similar syntax, under eighteen sections and one hundred and forty-six subdivisions. Also the beginner is to meet the supine gerund, gerundive, active and passive peri-phrastic conjugations, four kinds of conditional sentences, with subjunctives of proviso and potential subjunctive, three independent and eight dependent subjunctives, particles and relatives that introduce both the indicative and subjunctive mode, indirect questions, indirect discourse, informal indirect discourse, imperatives and conditions in indirect discourse and sequence of tenses. Now if the teacher devotes the greater part of his time to forms and to nouns which may lack a nominative or some other case, especially when vocabularies disagree, how can he teach the pupil to understand the Latin sentence?

Also the teacher should devote some time in discovering for the pupil the way the Romans emphasized their ideas in the peculiar arrangement of the words in the sentence. Moreover

he feels that considerable time must be spent in reviews. It isn't enough to review at the end of the term. Extensive daily reviews are the only safe way for beginners. It is not too much to review two pages a day with pupils who are not taking over ten lines in advance. As students become proficient in interpreting and translating, less time may be given to reviews; and then sight-reading can be begun with profit. But I think very little in this should be attempted with second year pupils.

The class should also be thoroughly drilled in analysis, especially of the long complex sentences which are so common in Cæsar and Cicero. The average pupil on entering the High School does not thoroughly understand analysis and parsing, probably because of lack of mental development; but now he is a year older and can learn to analyze intelligently, and it is one of the greatest aids to the interpreting of the Latin sentence. As in English, so in Latin, the moment a pupil grasps the analysis of a sentence the parsing of individual words becomes easy.

Since I have adopted the plan of giving informal talks on principles in syntax, I have always found my class most attentive. It is such a relief from the dull routine of inflecting tenses and declining nouns and adjectives! It is amusing to watch the faces of the class when talking to them about conditional sentences for the first time, to ask them if they know what I mean when I use the terms "simple conditions," "more or less vivid conditions," "contrary-to-fact conditions,"

and "general conditions." It is surprising what an interest may be created in the pupils after they have become somewhat acquainted with gerunds and supines to ask them to find in dictionary or grammar why one form of a verbal noun is called a supine while another is called a gerund; or to ask them why the rule of "favor, help," etc., was made when there is a general rule for dative of indirect object; or to state in their own way the grammar explanation why "*cum* temporal" sometimes is followed by the indicative mode and at other times by the subjunctive.

The second year's work can be made a source of enjoyment to teacher and pupil not by *supinely* hugging the delusive hope that the pupil will discover Latin syntax of himself, but by *gerundively* leading him to a knowledge of things in a difficult language of which he has the faintest conception.

PERSONALS.

'68.—G. C. Emery resides at 15 Follen Street, Cambridge, Mass. His position in the Boston Latin School gives prominence to the "Algebra for Beginners," the latest work in the Bradbury-Emery mathematical series.

'69.—Rev. W. H. Bolster, D.D., during a recent fire, discovered in his church while he was conducting service, averted a panic by his remarkable self-possession. The church (Harvard Street, Dorchester, Mass.) received but slight injury.

'73.—F. Hutchinson, Esq., whose law office is at 23 Court Street, Boston,

has built and is occupying with his family (wife and two children) an attractive house at Newton Highlands.

'74.—Rev. J. H. Hoffman, pastor of Congregational church, Kearney, Neb., has won distinction for his fine class in elocution, composed of members of his parish.

'74.—The announcement in the February number that Rev. A. J. Eastman had changed his views to Congregationalism was a mistake. He is still pastor of the Franconia Free Baptist church. We most humbly beg his pardon.

'75.—Rev. A. T. Salley, Professor of Hebrew in Hillsdale College and pastor of the Free Baptist church in Hillsdale, has an audience that packs the large church every Sunday.

'75.—H. S. Cowell, principal of Cushing Academy, preached Sunday, March 25th, in the Baptist church in Lewiston.

'77.—L. A. Burr is principal of a large Grammar School in Chelsea, Mass. He has fourteen assistants.

'78.—H. W. Rundlett is residing at 32 Snow Hill, London, E. C., England.

'80.—On the evening of Sunday, March 25th, Rev. F. L. Hayes of Minneapolis was prostrated by hemorrhage from the lungs while preaching. Physicians are of the opinion that his recovery, if possible at all, will depend upon a long rest and change of climate.

'81.—C. S. Haskell has been made a trustee of the Free Public Library of Jersey City. This library has twelve branches and deliveries and

pays in salaries to librarians about \$12,000 annually.

'82.—Dr. and Mrs. G. P. Emmons have a daughter, born April 8th.

'83.—Miss S. E. Bickford is an Alliance missionary at Buldana, India. With two other ladies she is in charge of the station.

'83.—The *Boston Courier* says that the annual ball of Lookout Inn was most efficiently arranged and superintended by the manager, that prince of entertainers, Colonel O. L. Frisbee, whose principal object in life has apparently been to give as much pleasure as possible to every one with whom he comes in contact. Mr. Frisbee has been requested to continue the management for the summer season.

'84.—R. E. Donnell, M.D., has been elected a member of the school committee in Gardiner for three years.

'85.—B. G. W. Cushman has been re-elected city physician in Auburn.

'85.—A. F. Gilbert, Newton, Mass., has recently lost his wife.

'86.—Rev. Charles Hadley, now on his way home from India, is delayed at Naples by sickness.

'87.—L. G. Roberts, Esq., Equitable Building, Boston, is gathering a fine practice.

'88.—Frederick W. Oakes is rector

of All Saints' Episcopal Church in Denver, Col., and from the *Denver Republican* of March 9th, the following resolution is copied: "At a meeting of the Cathedral Chapter, held at the residence of Bishop Spalding on the 7th inst., the following resolutions were unanimously adopted:

"Resolved, That the Bishop and Chapter express to the Rev. Frederick W. Oakes their unqualified admiration of his diligent and efficient efforts in raising the necessary funds to liquidate the debt of \$9,000 on All Saints' Church, now successfully consummated in the face of the most discouraging conditions of business stagnation and financial stringency the country has ever known."

'89.—Rev. and Mrs. F. M. Buker, of Centre Sandwich, N. H., have a daughter, born March 11th.

'90.—W. F. Garcelon is giving some very interesting lectures to the schools of Lewiston and Auburn on athletics.

'91.—A. D. Pinkham, in charge of the department of physical culture in the First Pennsylvania State Normal School at Millersville, receives high praise in the *Normal Journal*.

'93.—E. J. Winslow's school, at Wallingford, Vt., has been broken up by the measles. The school committee have shown their appreciation of Mr. Winslow's work by making him master of the graded school of that place for the remainder of the year.

College Exchanges.

Nor private grief nor malice holds my pen;
I owe but kindness to my fellow-men.

—Whittier.

WHY has the exchange department been dropped? Are those editors wiser and more experienced than

the editors of our great literary magazines, that they deem an exchange department of no value? Every college magazine should have a large exchange list for many reasons which we think are well known. Let not the business

manager think such a list expensive. Considering the aid given to a board of editors by the perusal of the exchanges, the cost is slight. For the interest of his own magazine every business manager should see that he has a good exchange list. Good, not only in size, but because of careful selection. Some effort is required to exchange with the first-class literary monthlies. On the other hand, the lower classes are always ready to exchange, while the worthless ones will come whether you have room in the stove for them or not. All magazines coming to our table without an exchange department and all those in which we find that the exchange department has been written with the shears, we quickly deposit in the waste-basket. Another mean custom of some men is to mark everything they borrow with that odious "Ex." We think that if an item is worthy of space in a magazine that it is no more than fair to mention either the author's name or the name of the magazine. Anything signed "Ex." should never be used by the man who finds it.

We miss from our table this week the *Brown Magazine* and the *Nassau Lit.* Either of them is too valuable to be lost.

The Mountaineer.—We heartily welcome the *Mountaineer* from Emmitsburg, Md. Its article on John Boyle O'Reilly is valuable. The illustrations throughout the magazine are artistic and much enhance its value.

Southern Collegian.—When one picks up this magazine he is sure of good reading. A highly commend-

able feature is its publication of short stories. "The Man from New Orleans" is very interesting. Its charm lies in the amusing surprise reserved for the close by the appearance upon the scene of the "Man from New Orleans."

The Sibyl.—In the February *Sibyl* is a poem, "In Vespero," worthy of a Whittier or a Bryant. Gladly would we publish it in full, but as space forbids, we quote four lines:

There gleams white Vega, there blazes Arc-
turus,
There flies the Swan down the Milky Way's
maze;
Now the whole firmament throbs with the
glory
Of stars, singing silently anthems of praise.

The Phoenixian, from Richmond, Ind., stands in the front rank of western college papers. The April number contains a nicely written article on "The Reversible World." The writer says: "There is a continuous advancement in the order of being, but it is by a series of fluctuations." He then logically traces from the origin several fluctuations, showing how all things work for universal progress.

Niagara Index.—We are sorry that the exchange editor of this paper never finds anything agreeable except in his own columns. Every article he deigns to mention he passes adverse criticism upon, frequently using disrespectful language. He calls one author "silly, verdant, and childish," another, "rusty," and says that his paper is "fit only for fodder for the billy-goats." We think this editor would do well to look at home and "first pluck out the moat," etc., before

abusing other people. One exchange says that "The *Niagara Index* contains very little readable college matter." We agree with the author of the above

quotation, and think that a good course in English Rhetoric would aid the editors of the *Index* in forgetting their large vocabulary of slang.

Intercollegiate.

The present is a period of literary renaissance at Yale. No less than eight books have been issued by professors of the university in the last six months, and a half dozen more are in press and will soon be on the market.

The University of Chicago has dedicated a chemical laboratory costing \$260,000.

There are 536,650 volumes in the Harvard library.

The attendance at chapel at Columbia is voluntary and is increasing steadily.

During President Dwight's administration, Yale has received \$4,000,000 in gifts.

Chicago University has purchased, for \$80,000, the library and manuscripts of the historian Bancroft.

The average age of the men in the Yale eleven is 20 years.

There is one instructor for every six students at Chicago University.

Over 4,000 American college men are said to be preparing for the ministry.

It cost Yale \$45,208.84 last year for athletics, of which \$16,652.43 was expended for the foot-ball association.

A series of experiments is to be made at Yale College to determine the relation of the nerves to the muscles of the human body, and test a new theory that strength depends less upon the size of the muscle than the strength of the nerve.

At the University of Pennsylvania sixty candidates for the nine have been at work.

In the early days of Yale College, and until 1778, the names of the graduates were arranged not alphabetically, but in order of the social rank to which their family belonged.

Ohio possesses more colleges than any other state.

The Freshman shell at Yale is to cost \$600.

Magazine Notices.

ADMIRERS of Elizabeth Stuart Phelps will be pleased with her story in the April *Century*, entitled "The Supply at Saint Agatha's." Of

equal interest is a story by the same author, "The Oath of Allegiance," in the *Atlantic Monthly*. The *Century's* two continued stories, "Cœur d'Alene"

and "Pudd'nhead Wilson," form the principal part of the fiction of this number, the remainder of the space being occupied by papers of adventure, biographical sketches, and art contributions. An article on Matthew Arnold, dealing with his religious and literary influence, is accompanied by his portrait engraved by Tietze, as frontispiece. Among the poets we notice the familiar names of E. C. Stedman, T. B. Aldrich, Margaret Preston, Richard Henry Stoddard, and H. C. Bunner.

The April *Atlantic* contains two contributions relating to war. They are Eben G. Scott's historical paper, "General Lee During the Campaign of the Seven Days," and a paper on "War's Use of the Engines of Peace," by General Joseph L. Brent of the Confederate army. A kind of relation exists between "Early Latin Poetry," by Professor Tyrrell, of Trinity College, Dublin, and Mr. Richard Burton's article on "Nature in Old English Poetry." But who is better acquainted with nature than Olive Thorne Miller? In her own delightful manner she writes of "The Secret of the Wild Rose Path," a secret kept by western birds. A very clever horse stands for his portrait in Miss Elizabeth Cavazza's "Jerry; a Personality." Miss Agnes Repplier contributes a discussion on "Opinions," in which she describes the pleasure most persons have in making a present to the world of their opinions.

One has only to read "Heroines of the Human Comedy," in the April

Lippincott's, to be inspired with a desire to read Balzac's novels. Julian Hawthorne, in "The Librarian Among His Books," gives a very clear description of the National Library at Washington, its librarian and his duties. Special mention should be made of the story, "Cap'n Patti," by Elia W. Peattie, which cannot fail to be enjoyed, and once read, remembered. "The Flying Halcyon" is the title of the complete novel for this month, written by Richard Henry Savage.

The singular good fortune has fallen to the lot of the *Cosmopolitan* of presenting one of the most remarkable pieces of fiction ever written—remarkable because of its author and remarkable because it has remained unsuspected and undiscovered for more than a hundred years, only to be given to the world at last in an American magazine. This article is "A Story by Napoleon Bonaparte," and authenticity is given to it by Frédéric Masson. Second in importance to this leading attraction is a paper on "Some Colonial Women," profusely and beautifully illustrated.

Perhaps one of the most instructive articles in the April *Education* is that entitled "Lessons on the Authors," William Cullen Bryant being the author for study this month. These lessons are plans of study for a class-room, but any one would be benefited by following the instructions given in them.

A very interesting paper is one on "Joseph Neef and Pestalozzianism in America," by Will S. Monroe.



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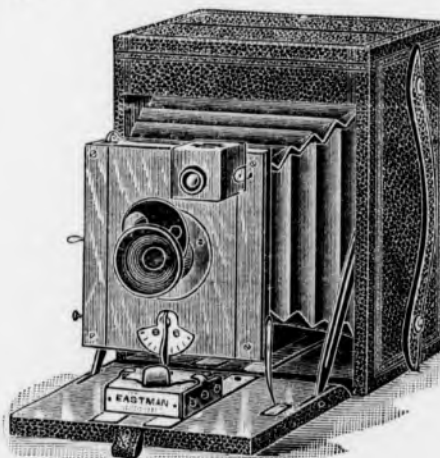
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